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ABSTRACT

As part of a high-risk youth grant from the U.S. Department of Health and Human Services, Center for Substance Abuse Prevention, a survey was developed and implemented to assess knowledge, attitudes, and behaviors of seventh-grade students toward alcohol, tobacco, and other drugs (ATODs). In addition to assessing project outcomes, this activity provided project staff and school administrators with previously unknown information that can be useful to other local ATOD abuse prevention projects. To that end, the procedures and instrument are provided in this document to assist others in assessing the levels of ATOD use among seventh-grade students. Three appendices provide English and Spanish versions of the survey and of a sample initial consent letter to parents. (Author/SR)

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ED 385 803

O C C A S I O N A L P A P E R

Growing Up Well
Assessing Substance Use
Among Seventh-Grade Students

Procedures Manual

Southwest Regional Laboratory

CG026377

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Southwest Regional Laboratory

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Edwin C. Myers is SWRL's executive director.

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Growing Up Well
Assessing Substance Use
Among Seventh-Grade Students

Procedures Manual

Julie G. Peterson, Jordan E. Horowitz, and Jill L. English

Southwest Regional Laboratory

March 1995

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ABSTRACT

As part of a high-risk youth grant from the U.S. Department of Health and Human Services, Center for Substance Abuse Prevention, the Southwest Regional Laboratory (SWRL) developed and implemented a survey to assess knowledge, attitudes, and behaviors of seventh-grade students toward alcohol, tobacco, and other drugs (ATODs). In addition to assessing project outcomes, this activity provided project staff and school administrators with previously unknown information that can be useful to other local ATOD abuse prevention projects. To that end, the procedures and instrument are provided in this document to assist others in assessing the levels of ATOD use among seventh-grade students.

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INTRODUCTION

The Center for Substance Abuse Prevention (CSAP) provided the Southwest Regional Laboratory (SWRL) with a grant to develop, implement, and evaluate Growing Up Well, a comprehensive, multilevel prevention model for elementary school students, grades K-6, many of whom are at high risk for alcohol, tobacco, and other drug (ATOD) use. Growing Up Well was a five-year cooperative project of SWRL, the South Bay Juvenile Diversion Project, and the Redondo Beach Unified School District, Redondo Beach, CA. As part of the outcome assessment for this project, an annual survey was conducted to assess the knowledge, attitudes, and behaviors of seventh-grade students in the district toward ATODs. This activity was so crucial in providing project staff and school administrators with previously unknown information that SWRL thought the process and instrument might be useful to other ATOD-abuse prevention projects. To that end, the procedures and instrument are provided in this document to assist others in assessing the level of ATOD use among seventh-grade students.

PURPOSE OF THE SURVEY

The survey of substance use is intended to assess the knowledge, attitudes, and behaviors of seventh-grade students toward ATODs. Additionally, information is gathered about gang membership and socializing with peers. Conducted annually, the effect of programs offered to students can be assessed over time.

SURVEY INSTRUMENT

A sample English survey instrument is provided (see Appendix A), as well as a Spanish version (see Appendix B). These instruments, based on the Biennial California Student Substance Use Survey, are in the public domain and they may be copied and used. Neither the original instruments nor these adaptations have been tested formally for validity and reliability.

The survey instrument covers several key areas related to knowledge, attitudes, and behaviors regarding ATODs. Addressed are prevalence and frequency of use, age of initiation, attitudes toward use, beliefs about harmfulness of frequent use, perceptions about peers' and parents' attitudes, and a variety of related behaviors (e.g., driving with someone who is under the influence, in school under the influence). Also included in the survey instrument are items related to prevention education. Finally, questions are asked about gang involvement and socializing with peers.

IMPLEMENTING THE SURVEY

The tasks associated with this survey are organized into four major categories: preparing for survey administration, obtaining consent, survey administration, and analyzing and reporting the results. Within each of these areas the materials required and the responsibilities of surveyor and school or district are highlighted.

PREPARING FOR THE SURVEY

Planning for the survey well ahead of time is essential for ensuring the success of the overall effort. Not only will the surveyor feel better prepared for actual survey administration, but careful planning allows all parties involved (school administrators, teachers, support staff) time for preparing the required materials.

Tasks

The following preparation tasks help to ensure successful administration of the survey.

1. Prepare survey instrument, including non-English versions if necessary. Sample instruments are included in Appendices A and B.

2. Begin obtaining parental consent (see section below).

3. Schedule survey date with school principal(s).

4. Arrange for the school(s) to provide a location adequate to conduct the survey on the scheduled date (usually, but not necessarily, a cafeteria or auditorium) and a school staff member to be present during the survey (for legal and monitoring purposes).

5. Encourage principals to inform faculty and other staff about the survey well in advance of the survey date, including its purpose, date and time, and their responsibilities (e.g., releasing students for the survey, setting up the cafeteria/auditorium on the day of the survey, notifying teachers which students should be released for the survey).

6. Discuss with the district superintendent how the final report is to be distributed and who will maintain control of the distribution. This is important to maintain a positive relationship with the district office.

OBTAINING CONSENT

In recent years, the debate surrounding active versus passive written parental consent has increased. The Grassley Amendment to the Goals 2000: Educate America Act, requires active parer·al consent for any survey that is being conducted using U.S. Department of Education funds or program studies funded with such money. The text of the amendment reads as follows:

Sec. 1017. PROTECTION OF PUPILS.
Section 439 of the General Education Provisions Act (20 U.S.C. 1232g) is amended to read as follows:
"(a) All instructional materials, including teachers' manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.
"(b) No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning —

"(1) political affiliations;
"(2) mental and psychological problems potentially embarrassing to the student or his family;
"(3) sex behavior and attitudes;
"(4) illegal, anti-social, self-incriminating and demeaning behavior;
"(5) critical appraisals of other individuals with whom respondents have close family relationships;
"(6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
"(7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program),

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. (emphasis added)
"(c) Educational agencies and institutions shall give parents and students effective notice of their rights under this section.
"(d) Enforcement.—The Secretary shall take such action as the Secretary determines appropriate to enforce this section, except that action to terminate assistance provided under an applicable program shall be taken only if the Secretary determines that —

"(1) there has been a failure to comply with such section; and

"(2) compliance with such section cannot be secured by voluntary means

"(e) Office and Review Board. — The Secretary shall establish or designate an office and review board within the Department of Education to investigate, process, review, and adjudicate violations of the rights established under this section."

This survey falls under section b, item 4, the *illegal, anti-social, self-incriminating and demeaning behavior*. Therefore, it is necessary to obtain active parental consent before conducting the survey.

The process of obtaining active parental consent involves two separate mailings, both to the parents of the students to be surveyed. The initial group of consent letters is mailed home to parents and describes the survey topics briefly, asking the parents whether or not their child may participate. There are two boxes that the parent may check, either "Yes, my child may participate" or "No, my child may not participate." A stamped, self-addressed envelope is enclosed so the parents can mail their reply promptly. Two copies of the consent form are mailed to the parents so they may retain a copy for their records.

The follow-up group of consent letters is sent only to parents who did not reply, whether affirmatively or negatively, to the initial mailing. The follow-up mailing is designed to increase the number of students who will participate in the survey, as well as provide an accurate count of parents who do not want their child to participate. Again, two copies of the consent letter are enclosed, as well as a stamped, self-addressed envelope.

To mail the consent letters to parents directly, the school must provide mailing labels. It is helpful to obtain two sets of mailing labels as some of the parents will be mailed a follow-up consent letter. Two types of envelopes are required; envelopes for mailing the consent letters to the parents and prestamped, self-addressed envelopes in which the parents can return the consent form.

Approximately three weeks after the follow-up mailing, a list of students who will participate should be given to the school so the school can distribute the list to the teachers and know how many students need to be seated in the facility where the survey will be administered.

Materials Required

The following materials are required for obtaining parental consent.

- twice as many initial parental consent letters as there are students (two copies should be sent so the parents can keep one copy). A sample is included in Appendix C;
- adequate number of follow-up consent letters, one per parent, as needed. These are for parents who fail to return the initial letter. Parents who have returned the initial letter, choosing either the positive or negative response, will not receive a follow-up letter. A sample is included in Appendix D;
- two sets of mailing labels with parent addresses obtained from the schools or created from addresses provided by the schools;
- mailing labels with the address of each school involved, to be placed on postpaid envelopes for enclosing with both the initial and follow-up mailings. A rubber-stamped impression with the school's address or handwritten address is acceptable. The number of mailing labels needed is equal to approximately one and two thirds the number of students, allowing for the follow-up; and
- postpaid envelopes, approximately one and two thirds the number of students.

Tasks

The following tasks are performed to obtain parental consent.

1. Prepare consent letters, for both initial and follow-up mailing (see Appendices C and D).
2. Obtain principal's(s') signatures on both initial and follow-up consent letters.
3. Print mailing labels from school list, if necessary. Mailing labels, two sets, should be obtained from the schools for parents of seventh-grade students.
4. Obtain district envelopes, including a return address, for mailing consent letters to parents.

5. Affix parent address labels to district envelopes for all seventh graders in the district.

6. Stuff envelopes (obtained from the district, with a return address) with two copies of the initial consent letter and stamped return envelopes addressed to the student's school.

7. Mail initial consent letters to parents. Blank envelopes can be obtained from the school district office and used to bulk mail the consent letters to parents. Stamped envelopes, with the address of the student's school already labeled, are included in the mailing. This is to keep the line of parent-school communication simplified and stress that the permission is being given by the parents through the school setting.

8. Collect consent letters from the schools (approximately three weeks later). Research staff should collect the returned consent letters from each school one week after the deadline stated on the consent letter. The names of those students who receive positive consent should be listed for each school, and those who receive negative responses should be crossed off the master list of possible survey respondents (note: these names should not be deleted, however, as their numbers must be counted as part of the response rate, negative consent).

9. Mail nonrespondents the follow-up consent letter. Follow-up consent letters should be mailed to the parents who did not respond to the initial consent letter either positively or negatively.

10. Collect follow-up consent letters from the schools (approximately three weeks later). Research staff should collect the returned consent letters from each school one week after the deadline stated on the follow-up consent letter. The names of students who receive positive consent should be listed for each school.

11. Mail to each school one to two weeks prior to survey date a list of its students who have positive parental consent.

ADMINISTERING THE SURVEY

Administration of the survey instrument should be standardized across school sites to the fullest extent possible. If possible, the same survey administrator should survey at all schools, giving the same verbal instructions to the students, as well as distributing the surveys and collecting them in a consistent manner.

Materials Required

The following materials are required to administer the survey.

- adequate number of English survey instruments and adequate number of other-language survey instruments;
- pencils for the number of students taking the survey at each individually scheduled time (note: these can be reused for the different schools if collected at the conclusion of each survey, but there will be some loss, which should be estimated); and
- Scantron forms (if desired) for the number of students taking the survey.

Tasks

The following tasks are performed to administer the survey.

1. One week prior to the scheduled survey date, the survey administrator should call to confirm the date and time of the survey with school principal(s).
2. On the day of the survey, the survey administrator should arrive at the school, at least one half hour before the scheduled survey time. This allows the survey administrator to transport surveys and pencils to the survey location and meet school personnel prior to the survey. The surveyor should confirm that (a) the teachers have received the list of student names whom they will release for the survey, (b) a school staff member has been assigned to monitor the survey along with the survey administrator from the research team, and (c) a location has been designated for the survey and has been prepared for the survey.
3. Once seated as far apart from one another as space permits and the roll has been called, students should be greeted and assured that this event is not a test, but rather a survey. Additionally, they must be told that (a) the

survey is voluntary and that they do not have to respond to any particular item or to the survey in total if they do not want to do so and (b) this is an anonymous survey and they are not to identify themselves in any way on their survey sheet. This information also should be typed at the top of the survey and read to the respondents before they start.

4. Surveys should be distributed to students, and questions answered and gathered after completion. Some schools prefer students to return to their classrooms immediately after they complete the survey, others prefer to have all of the students stay at the survey location. This needs to be established prior to the survey administration.

5. Students should be thanked for participating, either as a group at the end or individually as they turn in their surveys.

ANALYZING DATA AND REPORTING RESULTS

Analyzing data and reporting results require a qualified evaluator who is familiar with both data manipulation (entry and analysis) and the statistical and database programs that make this possible. It may be appropriate to contract with another individual or agency for these services. The following is a brief overview of this process, including the steps necessary for analysis.

1. Create a database for data entry. The specifics will vary depending on the type of statistical package used, but will involve setting up fields for the number of responses possible.

2. Enter data, which again varies with statistical programs but will entail entering numbers that are assigned to each response given.

3. Analyze the data. Once all of the data are entered, descriptive statistics (e.g., frequencies, crosstabs) can be generated. These should be used to "clean" the data (look for mistakes in data entry). One drug item on the survey is fake and used to detect students intentionally overrepresenting their drug use ("metabene"). Surveys that include a response other than "never" for this item should be eliminated from the final data set, as well as

surveys in which the student claims to do every drug with high frequency. Because the report is descriptive, frequencies are most often the desired output.

4. Review results focusing on both the expected and the unexpected.

5. Write the report and provide feedback to the school/ district as the basis for planning prevention services. This report is organized most easily by survey item, with charts used to illustrate each finding. For each chart/subject area, written sections can be offered for findings and for implications.

Appendix A
English Survey

Redondo Beach City School District
Seventh-Grade Substance Use Survey

This is a survey of what you know about the use of alcohol and other drugs. You are not to give your name or identify yourself in any other way. ***This survey is voluntary***.

You do not have to complete this survey, but we hope that you will decide to do so.

Begin by writing the name of your school (**NOT** your name) on the top line of the answer sheet.
Next, mark the bubble next to your grade level.
Next, mark whether you are male (boy) or female (girl).
Next, mark whether or not you were born in the United States.
Next, mark your age in the appropriate bubble.

Now, mark which racial or ethnic group you primarily identify with:

American Indian or Native American ..... A
Asian American
- Chinese ..... B
- Asian Indian C
- Filipino ..... D
- Korean ..... E
- Pacific Islander ..... F
- Japanese ..... G
- Southeast Asian ..... H
- Other Asian American I

African American or Black (non-Hispanic) ..... J
Hispanic American
- Central or South American ..... K
- Cuban American L
- Mexican/Mexican American ..... M
- Puerto Rican American ..... N
- Other Hispanic American ..... O

European American or White (non-Hispanic) ..... P
Other ..... Q
Mixed Race/Ethnicity ..... R

START HERE WITH QUESTION ONE:

1. Name of the elementary school you attended:

A Alta Vista
B Beryl Height
C Birney
D Jefferson
E Lincoln
F Madison
G Tulita
H Washington
I Other

For questions 2-18, please mark only one answer for *each* question.
How often did you use these kinds of substances without a doctor's orders *in the last six months*?

	Never	Once or twice	A few times	Once a month	Once a week	Few times a week	Once a day	More than once a day
2. **beer**	A	B	C	D	E	F	G	H
3. **wine** (including wine coolers)	A	B	C	D	E	F	G	H
4. **liquor** (whiskey, vodka, gin, etc.)	A	B	C	D	E	F	G	H
5. **marijuana** (grass, pot, weed, sens, bud, etc.)	A	B	C	D	E	F	G	H
6. **hashish** (hash, hash oil, etc.)	A	B	C	D	E	F	G	H
7. **methamphetamines or amphetamines** (crank, meth, speed, crystal, ice, bennies, black beauties, etc.)	A	B	C	D	E	F	G	H
8. **cocaine** (coke, rock, base, snort, snow, crack, flake)	A	B	C	D	E	F	G	H
9. **LSD** (acid, windowpane, blotter)	A	B	C	D	E	F	G	H
10. **metabene** (rollers, wagon wheels)	A	B	C	D	E	F	G	H
11. **other psychedelics** (mescaline, peyote, MDMA, ecstasy, adam, MDA, EXTC)	A	B	C	D	E	F	G	H
12. **barbiturates** (barbs, reds, yellows, Nembutal, Seconal, Amytal)	A	B	C	D	E	F	G	H

	Never	Once or twice	A few times	Once a month	Once a week	Few times a week	Once a day	More than once a day
13. **sedatives** (Quaaludes, ludes, sopers, Doriden)	A	B	C	D	E	F	G	H
14. **tranquilizers** (Valium, Librium, Thorazine, Miltown, etc.)	A	B	C	D	E	F	G	H
15. **inhalants** (sniffing glue, paint, butane, gasoline, amyl nitrate, rush, poppers)	A	B	C	D	E	F	G	H
16. **PCP** (angel dust, juice, wack, sherm, super cool)	A	B	C	D	E	F	G	H
17. **heroin** (smack, black tar, china white, goma, brown)	A	B	C	D	E	F	G	H
18. **other narcotics** (codeine, morphine, opium, Demerol, Percodan)	A	B	C	D	E	F	G	H

FOR THE REST OF THE QUESTIONS

- **"DRUG" MEANS *ANY* OF THE SUBSTANCES IN QUESTIONS 5-18 — BUT NOT ALCOHOL, STEROIDS, OR TOBACCO.**
- **"ALCOHOL" MEANS BEER, WINE, WINE COOLERS, OR LIQUOR (DISTILLED SPIRITS).**
- **MARK ONLY ONE ANSWER UNLESS TOLD TO MARK AS MANY AS YOU WANT.**

19. In the *last six months*, about how often did you drink wine coolers?

A never
B once or twice
C a few times
D once a month
E once a week
F once a day
G more than once a day

20. In the *last six months*, how often did you use two or more substances at the same time (for example, beer together with marijuana, liquor with inhalants)?

A no, didn't use
B once or twice
C 3 to 6 times
D 7 to 10 times
E more than 10 times

21. Have you *ever* used crack, freebase, rock, rush, supercoke, or gravel?

A no, never
B once or twice
C 3 to 6 times
D 7 to 10 times
E more than 10 times

22. If you have *ever* used inhalants, what type of inhalants have you used? **(mark all that apply)**

A Solvents, such as paint thinner, gasoline, turpentine, etc
B White out, liquid paper, etc.
C Markers, felt tip pens, etc.
D Nitrous oxide, such as whipped cream, spray paint, Scotch Guard, or Pam aerosol propellant, etc.
E Amyl nitrate, such as poppers, amyl, etc.
F Other inhalants
G I have never used inhalants

Now, think about JUST THE PAST 30 DAYS (about a month). How often did you use these?

	Never	A few times	About once a week	Few times a week	Daily
23. **Alcohol** (beer, wine, wine coolers, liquor)	A	B	C	D	E
24. **Marijuana** (grass, pot, weed, sens, bud, hash, etc.)	A	B	C	D	E
25. **Cigarettes**	A	B	C	D	E
26. **Other drugs**	A	B	C	D	E

27. About how old were you the first time you *tried* (e.g., tasted) any alcoholic beverage (beer, wine, or hard liquor)?

A I have never tried any
B 5 years old or younger
C 6 years old
D 7 years old
E 8 years old
F 9 years old
G 10 years old
H 11 years old
I 12 years old
J 13 years old
K 14 years old

28. About how old were you the first time you *felt high or drunk* from any kind of alcoholic beverage?

A I have never felt high or drunk
B 5 years old or younger
C 6 years old
D 7 years old
E 8 years old
F 9 years old
G 10 years old
H 11 years old
I 12 years old
J 13 years old
K 14 years old

29. About how old were you the first time you *tried* any drug (not alcohol), such as marijuana, inhalants, etc.?

A I have never tried any
B 5 years old or younger
C 6 years old
D 7 years old
E 8 years old
F 9 years old
G 10 years old
H 11 years old
I 12 years old
J 13 years old
K 14 years old

30. About how old were you the first time you *got high or loaded* from a drug, such as marijuana, inhalants, etc.?

A I have never felt high or loaded
B 5 years old or younger
C 6 years old
D 7 years old
E 8 years old
F 9 years old
G 10 years old
H 11 years old
I 12 years old
J 13 years old
K 14 years old

31. Do you drink wine as a part of your religion's ceremonies or customs?

A yes, and that's the only time I drink
B yes, but I also drink at other times
C no, but I drink at other times
D no, I don't drink

32. What was the *first* drug you got high or intoxicated on?

A never been high or intoxicated
B alcohol (beer, wine, liquor, etc.)
C marijuana or hashish (grass, weed, hash)
D cocaine/crack
E methamphetamine/amphetamine
F inhalants (glue, paint, rush, etc.)
G other

33. Where were you the *first* time you tried a drug (not alcohol)?

A have never used drugs
B with friends at a party
C with friends in a car
D at a public event (concert, game, dance, etc.)
E at school during regular school day
F at home with friends or family member(s)
G alone (at home or elsewhere)
H other

34. The *first time* you used a drug, how much alcohol did you drink before taking the drug? **(A drink means one can/bottle of beer or wine cooler, one glass of wine, one mixed drink, or one shot glass of liquor)**

A have never used drugs
B none, did not drink alcohol first
C a little (one drink)
D two drinks
E quite a bit, 3 or more drinks

35. Over the past *two weeks*, how many times have you had five or more drinks in a row? **(A drink means one can/bottle of beer or wine cooler, one glass of wine, one mixed drink, or one short glass of liquor)**

A none
B once
C twice
D 3 to 6 times
E 7 to 9 times
F 10 times or more

36. Have you *ever* been *high* at school on alcohol or another drug?

A never
B once or twice
C 3 to 6 times
D more than 6 times

37. Have you ever been in a car with someone who was drinking and driving?

A never
B once or twice
C 3 to 6 times
D more than 6 times

38. How often have you gotten very drunk or sick after drinking alcohol?

A no, never drink
B never gotten very drunk or sick
C once or twice
D 3 to 6 times
E more than 6 times

39. How do you like to drink?

A I don't drink
B just a sip or two
C enough to feel it a little
D enough to feel it a lot
E until I get really drunk

40. Did you ever decide to stop drinking alcohol completely?

A no, I never drank alcohol
B no, I still drink at least occasionally
C yes, but I started drinking again after less than one year
D yes, and I did not drink any alcohol for the last year

41. How harmful do you think it is to use marijuana frequently (daily or almost daily)?

A extremely harmful
B harmful
C somewhat harmful
D mainly harmless
E harmless

42. How harmful do you think it is to drink alcohol frequently (daily or almost daily)?

A extremely harmful
B harmful
C somewhat harmful
D mainly harmless
E harmless

43. How difficult is it for kids in your grade to get alcohol if they really want it?

A very difficult
B fairly difficult
C fairly easy
D very easy
E don't know

44. Where do kids in your grade get alcohol if they really want it? **(mark all that apply)**

A take it from home
B from older brothers and sisters
C from friends the same age
D from older friends
E they ask people to buy it for them
F they buy it themselves
G other places
H I don't know

45. In the *last year* or so, how often have you noticed that another student came to school *high or intoxicated* from alcohol or other drugs?

A never
B rarely, once or twice a year at most
C sometimes, about once a month
D about once a week
E every day
F don't know

46. How many of your best friends have gotten very drunk or sick after drinking?

A none
B a few
C most of them
D all of them

47. Would your best friends try to stop you from drinking alcohol?

A yes
B no
C don't know

48. Would your best friends try to stop you from taking a drug?

A yes
B no
C don't know

49. Which of the following best describes your best friends' experiences with alcohol?

A already tried it
B have not tried it yet, but probably would like to
C are not sure whether they should try it or not
D probably will never want to drink alcohol
E I don't know

50. Which of the following best describes your best friends' experiences with other drugs besides alcohol?

A already tried one or more drugs
B have not tried drugs, but probably would like to
C are not sure whether they should try drugs or not
D probably will never want to use drugs
E I don't know

51. How would your parents or the adults who raised you react to your smoking marijuana?

A strongly against
B somewhat against
C neither against nor in favor of
D somewhat in favor of
E strongly in favor of
F don't know

52. How would your parents or the adults who raised you react to your drinking alcohol?

A strongly against
B somewhat against
C neither against nor in favor of
D somewhat in favor of
E strongly in favor of
F don't know

FOR QUESTIONS 53-61, MARK ALL ANSWERS THAT APPLY.

53. A lot of what I know about *alcohol* I learned from... **(mark all that apply)**

A my friends
B my parents
C school classes or programs
D own experience
E brothers or sisters
F movies, television

54. A lot of what I know about *drugs* I learned from... **(mark all that apply)**

A my friends
B my parents
C school classes or programs
D own experience
E brothers or sisters
F movies, television

55. Where do most kids at this school who use drugs ***get*** them? **(mark all that apply)**

A at home (parents, brothers/sisters)
B from other family members not at home
C at school (friends)
D at parties, social events outside school
E from friends, but outside of school or parties
F directly from dealers in the community
G other, don't know

56. Where do *most* of the kids at this school who use alcohol ***drink*** it? **(mark all that apply)**

A at home
B at school during the day
C at school events (games, dances, etc.)
D at parties, social events out of school
E with friends, but outside of school or parties
F other, don't know

57. Where do *most* of the kids at this school who use drugs ***take*** them? **(mark all that apply)**

A at home
B at school during the day
C at school events (games, dances, etc.)
D at parties, social events out of school
E with friends, but outside of school or parties
F other, don't know

58. Why do you think most kids *your age* use alcohol or other drugs? **(mark all that apply)**

A to get away from their problems
B to see what it's like
C because their friends do
D to have fun
E bored, nothing else to do
F other, don't know

59. A good reason(s) for ***not*** using alcohol or other drugs is that you... **(mark all that apply)**

A might become an addict or alcoholic
B could get into trouble with the police or school
C might lose close friends who do not approve of alcohol or other drug use
D would disappoint your parents or other adults who care about you
E would disappoint yourself because you have chosen not to drink or use drugs
F other, don't know

60. What have you learned about alcohol and drugs in *school classes* or meetings? **(mark all that apply)**

A never had classes or programs on alcohol or drugs in school
B what drugs *do* to people; different kinds of drugs
C how to say "no" to kids who want me to drink or use drugs
D how drugs and alcohol hurt your body
E how to make good decisions in life; what kind of person you want to be
F other things to do besides drugs or alcohol
G other

61. Mark each grade level in which you were taught about alcohol and/or other drugs? **(mark all that apply)**

A never
B 1st grade
C 2nd grade
D 3rd grade
E 4th grade
F 5th grade
G 6th grade

THE NEXT QUESTIONS ARE ABOUT TOBACCO USE. MARK ONLY ONE ANSWER FOR EACH QUESTION.

62. Have you ever smoked a tobacco cigarette, even a few puffs?

A no, *never*
B yes

63. In the *last month*, how often have you smoked tobacco cigarettes?

A never, I didn't smoke cigarettes
B once to a few times
C more than a few times but not every day
D about 1 or 2 cigarettes a day
E about 3 to 6 cigarettes a day
F about 7 to 10 cigarettes a day (up to half a pack)
G about 11 to 20 cigarettes a day (up to a pack)
H more than 20 cigarettes (a pack) a day

64. In the *last month*, how much tobacco chewing or snuffing have you done?

A none, didn't chew or snuff tobacco
B once to a few times, not every day
C about 1 or 2 times a day
D about 3 to 5 times a day
E about 6 to 10 times a day
F more than 10 times a day

65. Do you think you will try a cigarette soon?

A no
B yes
C don't know

66. How many times have you tried to quit smoking cigarettes?

A never, I never smoked cigarettes
B never, although I smoke
C once
D 2 to 3 times
E 4 or more times
F don't know

67. How harmful do you think it is to smoke cigarettes *occasionally*?

A extremely harmful
B harmful
C somewhat harmful
D mainly harmless
E harmless

68. How harmful do you think it is to smoke cigarettes *frequently* (daily or almost daily)?

A extremely harmful
B harmful
C somewhat harmful
D mainly harmless
E harmless

THE NEXT QUESTIONS ARE ABOUT YOU AND YOUR FRIENDS. MARK EITHER YES OR NO FOR EACH QUESTION.

69. Are you in a gang?

A yes
B no

70. Do you have friends in a gang?

A yes
B no

71. Do you have brothers or sisters in a gang?

A yes
B no

72. Do you have a steady person you date (such as a boyfriend or girlfriend)?

A yes
B no

73. Do you go to parties at school?

A yes
B no

74. Do you go to parties at friends' homes?

A yes
B no

Appendix B
Spanish Survey

Redondo Beach City Unified School District
Cuestionario sobre el Alcohol y las Drogas

1995

Esta es una encuesta sobre lo que tú sabes acerca del uso del alcohol y otras drogas. No deberías dar tu nombre ni identificarte de ninguna otra manera. **Esta encuesta es voluntaria.**

No tienes que completar esta encuesta, pero esperamos que decidirás hacerlo.

Empieza escribiendo el nombre de tu escuela (**NO** tu nombre) en la línea de arriba de la hoja de respuestas.

Después, marca la burbuja junto al nivel de tu grado o año escolar.
Después, marca si eres varón (niño) o hembra (niña).
Después marca si tú naciste o no en los Estados Unidos.
Después marca tu edad en la burbuja apropiada.

Ahora, marca con que grupo racial o étnico te identificas primeramente:

Indio americano o americano nativo ..... A

Asiático americano
- Chino ..... B
- Indioasiático C
- Filipino ..... D
- Coreano ..... E
- Isleño del Pacífico ..... F
- Japonés ..... G
- Asiático del Sureste ..... H
- Otro asiático americano I

Africo americano o negro (no hispano) ..... J

Hispano americano
- Centro o Sud americano ..... K
- Cubano americano L
- Mexicano/mexico americano ..... M
- Puertorriqueño americano ..... N
- Otro hispano americano ..... O

Europeo americano o blanco (no hispano) ..... P

Otro ..... Q

Mezcla de razas/etnicidad ..... R

COMIENZA AQUI CON LA PREGUNTA NUMERO UNO:

1, Nombre de la escuela elemental a la que tú asististe:
- A Alta Vista
- B Beryl Height
- C Birney
- D Jefferson
- E Lincoln
- F Madison
- G Tulita
- H Washington
- I Other

Para contestar a las preguntas 2-18, encierre en un círculo solamente una respuesta para cada pregunta. Use la siguiente escala:

¿Con qué frecuencia usó usted estas clases de substancias sin una orden del médico durante los últimos seis meses?	Nunca	Una o dos veces	Algunas veces	Una vez al mes	Una vez a la semana	Más de una vez a la semana	Una vez al día	Más de una vez al día
2. **cerveza**	A	B	C	D	E	F	G	H
3. **vino o "wine cooler"**	A	B	C	D	E	F	G	H
4. **licor** (wiskey, vodka, ginebra, etc.)	A	B	C	D	E	F	G	H
5. **marijuana** (mota, "grass", etc.)	A	B	C	D	E	F	G	H
6. **hachich**	A	B	C	D	E	F	G	H
7. **metanfetaminas o anfetaminas** ("crank", "speed", "meth", "cristal", "bennies")	A	B	C	D	E	F	G	H
8. **cocaína** ("coke", "rock", "base", "snort", "snow", "crack", "flake")	A	B	C	D	E	F	G	H
9. **LSD** ("acid", "windowpane", "blotter")	A	B	C	D	E	F	G	H
10. **metabene** ("rollers", "wagon wheels")	A	B	C	D	E	F	G	H

¿Con qué frecuencia usó usted estas clases de substancias sin una orden del médico durante los últimos seis meses?	Nunca	Una o dos veces	Algunas veces	Una vez al mes	Una vez a la semana	Más de una vez a la semana	Una vez al día	Más de una vez al día
11. **Otros siquedélicos** (mezcalina, peyote, MDA, "Moma", "ecstasy", "adam", etc.)	A	B	C	D	E	F	G	H
12. **barbitúricos** ("barbs", "reds", "yellows", Nembutal, Seconal, Amytal)	A	B	C	D	E	F	G	H
13. **sedativos** (qualude, "ludes", "sopers", Doriden)	A	B	C	D	E	F	G	H
14. **tranquilizantes** (Valium, Librium, Thorazine, Miltown, etc.)	A	B	C	D	E	F	G	H
15. **inhalantes** (goma, pintura, butan, gasolina, Nitrato de Amyl, "rush", "poppers")	A	B	C	D	E	F	G	H
16. **PCP** (polvo de ángel, "juice", "wack", "sherm", "super cool")	A	B	C	D	E	F	G	H
17. **heroína** ("smack", "china white", "tar", "goma", "brown")	A	B	C	D	E	F	G	H
18. **otros narcóticos** (codeína, morfina, opio, Demerol, Percodan)	A	B	C	D	E	F	G	H

Favor de continuar a la página siguiente.

Para el resto de las preguntas, la palabra "droga" no incluye alcohol, "steroids", o tabaco.

19. En los *últimos seis meses*, ¿qué tan seguido bebiste "wine coolers"?

A nunca
B una o dos veces
C unas cuantas veces
D una vez al mes
E una vez a la semana
F una vez al día
G más de una vez al día

20. En los últimos seis meses, ¿con qué frecuencia usó usted más de una substancia al mismo tiempo, por ejemplo, cerveza con marijuana ó píldoras? (Marque una (x) a la respuesta que está más cerca a lo que usted usa ó ha usado).

A nunca lo hice/no las uso.
B usé más de una substancia una ó dos veces.
C usé más de una pocas veces (de 3 a 6 veces).
D usé más de una varias veces (de 7 a 10 veces).
E usé más de una frecuentemente (más de 10 veces).

21. ¿Ha usado usted alguna vez cocaína en cualquiera de las siguientes formas: "freebase", "crack", "rock", "rush", "supercoke", "gravel"?

A no, nunca.
B una ó dos veces.
C de 3 a 6 ocasiones.
D de 7 a 10 ocasiones.
E en más de 10 ocasiones.

22. Si has usado inhalantes alguna vez, ¿qué tipo de inhalantes has usado? **(Marca todos los que se apliquen)**

A Solventes, tales como tiner de pintura, gasolina, tuerpentina, etc.
B Líquido para borrar letras, blanqueador de letras, etc.
C Marcadores, plumones, etc.
D Oxido nitroso como en botes de crema batida, la pintura de "spray", el aerosol propelante de Scotch Guard o Pam, etc.
E Nitrato Amyl como en las "popers", amyl, etc.
F Otros inhalantes
G Nunca he usado inhalantes

	Nunca	Algunas veces	una vez por semana	algunas veces por semana	Diario
23. Alcohol (cerveza, vino, refrescantes de vino, licor)	A	B	C	D	E
24. Mariguana (mota, grass, pot, weed)	A	B	C	D	E
25. Cigarros	A	B	C	D	E
26. Otras drogas	A	B	C	D	E

27. ¿Como qué edad tenía usted la primera vez que probó alcohol (cerveza, vino ó licor fuerte)?

    A edad
    B nunca lo probé

28. ¿Como qué edad tenía usted la primera vez que se sintió embriagado con cualquier clase de alcohol?

    A edad
    B nunca lo hice

29. ¿Como qué edad tenía usted la primera vez que probó una droga que no era alcohol, tal como marijuana, "speed", etc.?

    A edad
    B nunca lo hice

30. ¿Como qué edad tenía usted la primera vez que se sintió "loco" (high) por usar una droga que no era alcohol?

    A edad
    B nunca lo hice

31. ¿ Tomas vino como parte de tus ceremonias religiosas o costumbres ?

    A Sí, y esa es la única vez que tomo.
    B Sí, pero también tomo en otras ocaciones.
    C No, pero tomo en otras ocaciones.
    D No, yo no tomo.

32. ¿Cuál fue la *primera* droga con la que te intoxicaste o te pusiste embriagado?

A nunca me he embriagado o intoxicado
B el alcohol (cerveza, vino, licor, etc.)
C la marijuana, o hashish (yerba, mota, hash)
D cocaína/crack
E metanfetamina/anfetaminas
F inhalantes (pegamento, pintura, "rush", etc.)
G otra

33. ¿Dónde estaba la primera vez que probó drogas que no eran alcohol?

A nunca he usado drogas.
B con amigos en una fiesta.
C con amigos en el carro/coche.
D en una función pública (baile, juego, etc.)
E en la escuela durante el día escolar.
F en casa con amigos o familia.
G solo/sola.
H en otro lugar.

34. La primera vez que usó una droga, ¿empezó primero tomando alcohol (cerveza, vino, licor)?

A nunca he usado drogas.
B no, no tomé alcohol antes de tomar drogas.
C sí, un poco (1 cerveza, 1 vino, etc.).
D sí (2 cervezas, 2 vinos, etc.).
E sí, bastante (3 cervezas o más)

35. En la *dos semanas* pasadas, ¿cuántas veces has bebido cinco o más bebidas o tragos de un hilo o seguidas? **(una bebida equivale a una lata/botella de cerveza o de "wine cooler", a una copa de vino o de una bebida mezclada, o a una copa chica de licor)**

A ninguna
B una vez
C dos veces
D de 3 a 6 veces
E de 7 a 9 veces
F 10 veces o más

36. ¿Se ha sentido "loco" en la escuela al resultado de tomar alcohol o drogas como marijuana, píldoras, etc.?

A nunca.
B una o dos veces.
C 3-6 veces.
D más de 6 veces.

37. ¿Ha estado en un carro/coche con alguien mientras estaba tomando y manejando?

A nunca.
B una o dos veces.
C 3-6 veces.
D más de 6 veces.

38. ¿Qué tan seguido te has puesto muy borracho, embriagado o enfermo después de beber alcohol?

A no, nunca bebo
B nunca me he puesto muy borracho o enfermo
C una o dos veces
D de 3 a 6 veces
E más de 6 veces

39. ¿Cómo te gusta el beber o tomar?

A No bebo
B Sólo una probadita o dos
C suficiente para saborearlo un poco
D bastante para sentirlo suficiente
E hasta que me emborracho de verdad

40. ¿Alguna vez decidiste dejar de beber alcohol completamente?

A no, nunca bebí alcohol
B no, todavía bebo, por lo menos en ocasiones
C si, pero empecé a beber otra vez después de menos del año
D si, y no bebí nada de alcohol durante el año pasado

41. Yo pienso frecuentement (todos los días ó casi todos los día) que el uso de marijuana es...

A extremadamente dañino.
B dañino.
C algo dañino.
D casi no es dañino.
E no es dañino.

42. En mi opinión, el uso frecuente (diariamente ó casi diariamente) de alcohol (cerveza, vino, whiskey, etc.) es...

A extremadamente dañino.
B dañino.
C algo dañino.
D casi no es dañino.
E no es dañino.

43. ¿Qué tan difícil es para estudiantes en su grado obtener alcohol u otras drogas si las quieren?

A muy difícil.
B poco difícil.
C fácil.
D muy fácil.
E no sé.

44. ¿ De dónde obtienen los niños en tu grado el alcohol si en realidad lo quieren? **(marca todos los que se apliquen)**

A Lo toman de su casa
B De hermanas o hermanos mayores
C De amigos de su misma edad
D De amigos mayores
E Le piden a otra gente que se los compren
F Los compran ellos mismos
G Otros lugares
H No sé

45. En el *último año* o algo así, ¿qué tan seguido has tú notado que otro estudiante viene a la escuela *embriagado o intoxicado* por el alcohol u otras drogas?

A nunca
B raramente, una o dos veces al año a lo máximo
C algunas veces, como una vez al mes
D cerca de una vez a la semana
E todos los días
F no sé

46. ¿Cuántos de tus mejores amigos se han emborrachado o enfermado después de beber?

A ninguno
B unos cuantos
C la mayoría de ellos
D todos ellos

47. ¿Tratarían tus mejores amigos de impedirte beber alcohol?

A sí
B no
C no sé

48. ¿Tratarían tus mejores amigos de impedirte tomar una droga?

A sí
B no
C no sé

49. En cuanto a usar alcohol (cerveza, vino, licor) se refiere, la mayoría de mis mejores amigos...

A ya lo probaron.
B no lo han probado todavía, pero probablemente les gustaría hacerlo.
C no están seguros si lo probarían o no.
D probablemente nunca desearán beber alcohol.
E no sé.

50. Referente a drogas como marijuana ("mota", "grass", "pot", "weed"), la mayoría de mis mejores amigos...

A ya probaron una ó más drogas.
B no han probado drogas, pero probablement les gustaría hacerlo.
C no están seguros si ellos deben probar drogas ó no.
D probablemente nunca desearán usar drogas.
E no sé.

51. Mis padres están _____ de que yo use marijuana.

A muy en contra.
B moderadamente en contra.
C ni en contra ni a favor.
D moderadamente a favor.
E muy a favor.

52. Mis padres están _____ de que yo use alcohol (cerveza, vino, etc.).

A muy en contra.
B moderadamente en contra.
C ni en contra ni a favor.
D moderadamente a favor.
E muy a favor.

53. Mucho de lo que yo sé acerca del alcohol lo he aprendido de...

A mis amigos.
B mis padres.
C clases o programas de la escuela.
D mi propia experiencia.
E hermanos ó hermanas.
F cine ó televisión.

54. Mucho de lo que yo sé acerca de drogas lo he aprendido de...

A mis amigos.
B mis padres.
C clases o programas de la escuela.
D mi propia experiencia.
E hermanos ó hermanas.
F cine ó televisión.

55. ¿Dónde consiguen las drogas la mayoría de los muchachos de esta escuela que las usan?

A en la casa (padres, hermanos/hermanas).
B de otros parientes que no viven en mi casa
C en la escuela (amigos, traficantes).
D en fiestas, funciones sociales fuera de la escuela.
E andando con amigos fuera de la escuela o en fiestas.
F directamente de traficantes fuera de la escuela.
G de otros lugares, no sé.

56. ¿Dónde **beben** el alcohol la *mayoría* de los chicos de esta escuela que lo toman? **(marca todas las que se apliquen)**

A en casa
B en la escuela durante el día
C en los eventos escolares (juegos, bailes, etc.)
D en las fiestas, eventos sociales fuera de la escuela
E con amigos, pero fuera de la escuela o fiestas
F otros, no sé

57. ¿Dónde **toman** las drogas la *mayoría* de los chicos en esta escuela que las usan? **(marca todas las que se apliquen)**

A en casa
B en la escuela durante el día
C en los eventos escolares (juegos, bailes, etc.)
D en las fiestas, eventos sociales fuera de la escuela
E con amigos, pero fuera de la escuela o fiestas
F otros, no sé

58. Por qué piensas que la mayoria de los chicos de *tu edad* usan alcohol y otras drogas? **(marca todas las que se apliquen)**

A para escaparse de sus problemas
B para ver como se siente
C porque sus amigos lo hacen
D para divertirse
E por aburrimiento, no hay nada que hacer
F otro, no sé

59. Una buena razón para no usar alcohol ni drogas es que usted...

A puede volverse adicto o alcohólico.
B puede entrar en problemas con la policía ó la escuela.
C puede perder buenos amigos a quienes no les gusta el alcohol ni las drogas.
D sus padres u otros adultos que lo quieren a usted estarían enojados ó tristes.
E no sería la clase de persona que usted quiere ser.
F otra razon

60. Cosas que yo he aprendido acerca del alcohol ó las drogas en las clases de la escuela ó en reuniones son...

A nunca he tenido clases de este tipo.
B lo que las drogas hacen a la gente; diferentes clases de drogas.
C como decir "no" a los muchachos que quieren que yo beba ó use drogas.
D como las drogas y el alcohol dañan nuestro cuerpo.
E como hacer buenas decisiones en la vida; qué clase de persona usted quiere ser.
F otras cosas que hacer además de usar drogas ó alcohol.
G otras.

61. Marca cada nivel de grado o año escolar en el que te enseñaron acerca del alcohol y/u otras drogas? **(marca todas las que se apliquen)**

A nunca
B 1er grado
C 2o grado
D 3er grado
E 4o. grado
F 5o. grado
G 6o. grado

62. ¿Ha tratado de fumar cigarrillos?

A Sí
B No

63. Durante el mes pasado, ¿con qué frecuencia usted ha fumado cigarrillos de tabaco?

A nunca, no fumo.
B una ó raras veces, no todos los días.
C mas de una vez, pero no todos los dias.
D como 1 ó 2 cigarrillos al día.
E como de 3 a 6 cigarrillos al día.
F como de 7 a 10 cigarrillos al día.
G como de 11 a 20 cigarrillos al día (hasta un paquete).
H más de un paquete (20) al día.

64. Durante el mes pasado, ¿cuánto tabaco ha usted olido o mascado?

A nada, no huelo ni masco tabaco.
B de una a unas cuantas veces, no todos los días.
C de 1 a 2 veces al día.
D de 3 a 5 veces al día.
E de 6 a 10 veces al día.
F más de 10 veces al día.

65. ¿Cree que va a fumar cigarrillos pronto?

A Sí
B No
C No lo sé

66. ¿Cuántas veces has tratado de dejar de fumar cigarrillos?

A nunca, yo nunca fumé cigarrillos
B nunca, aunque yo fumo
C una vez
D 2-3 veces
E 4 o más veces
F no sé

67. ¿Qué tan dañino crees tú que es el fumar cigarrillos en ocasiones?

A extremadamente dañoso
B dañoso
C algo dañoso
D principalmente sin daño
E sin daño

68. ¿Qué tan dañino crees tú que es el fumar cigarrillos *frecuentemente* (diario o casi a diario?

A extremadamente dañoso
B dañoso
C algo dañoso
D principalmente sin daño
E sin daño

LAS SIGUIENTES PREGUNTAS SON ACERCA DE TI Y DE TUS AMIGOS. SEÑALA CON UNA MARCA CON UN " SI " O " NO " A CADA PREGUNTA.

69. ¿ Perteneces a alguna pandilla ?

A Sí
B No

70. ¿ Tienes amigos en alguna pandilla ?

A Sí
B No

71. ¿ Tienes hermanas ó hermanos en alguna pandilla ?

A Sí
B No

72. ¿ Tienes alguna persona con la que tienes una relación constante (novia/o) ?

A Sí
B No

73. ¿Vas a las fiestas de tu escuela ?

A Sí
B No

74. ¿ Vas a las fiestas en la casa de tus amigos?

A Sí
B No

Appendix C
Sample Initial Consent Letter to Parents
(English and Spanish versions)

Dear Parent,

As part of a grant from the Center for Substance Abuse Prevention of the U.S. Department of Health and Human Services implemented in our school district, we are required to collect data on the effectiveness of the program. **Your assistance in this process is crucial for its success.**

Lincoln Elementary School will be conducting a survey of seventh-grade students regarding what they know about the use of alcohol and other drugs. This survey instrument is used throughout California. The purpose of the survey is to help measure the impact of prevention activities in the school and address student knowledge, attitudes, beliefs, and use of alcohol and other drugs. It does not ask about parental use of alcohol and other drugs.

This is an anonymous survey; students do not give their names nor identify themselves in any way. Results are reported only on student groups and not on individuals. Students are given the option of not completing the survey.

On this consent form to survey your seventh-grade student, please indicate either "yes" or "no" and return it in the enclosed envelope no later than Monday, March X, 19X. Keep one copy of the consent form for your records. If you would like to see the survey instrument, a copy is available here in our school office for your convenience.

Thank you for your support of our alcohol and other drug abuse prevention efforts.

Sincerely,

X, principal

- ☐ Yes, my child may be surveyed
- ☐ No, do not include my child in the districtwide survey of seventh-grade students

_____ _____

Student name Parent or guardian signature

_____

Date

Estimados padres de familia:

En acuerdo con el Centro de la Prevención del Abuso de Alcohol y Drogas del Departamento de Salud y Servicios Humanos de Los Estados Unidos, es nuestra obligación colectar información sobre la eficacia del programa. **Su ayuda es necesaria para el éxito del programa.**

La escuela Lincoln Elementary School va a hacerles unas preguntas a los alumnos del séptimo grado acerca del uso de alcohol y drogas. Estas preguntas son de rutina y se le hacen a estudiantes en todo de California. El propósito de estas preguntas es averiguar si el programa de la escuela acerca de la prevención del uso de alcohol y drogas ha tenido un impacto positivo en los alumnos. Las preguntas son relacionadas a la información y actitud que el estudiante tiene acerca del uso de alcohol y drogas. **No se les hace preguntas acerca del uso de alcohol o drogas entre los padres.**

Las respuestas a estas preguntas son anónimas. El alumno NO tiene que dar su nombre ni indicar en ninguna manera su identificación. Los resultados serán sumados solamente acerca de grupos de estudiantes y no individuos. El alumno también tiene el derecho de negarse a contestar las preguntas.

Favor de firmar en la línea abajo si usted da permiso de que se le hagan estas preguntas a su hijo o hija. Favor también de mantener una copia para usted y regresar la otra antes del día **Monday, March X, 19X**. Si gusta, usted puede ver una copia de las preguntas que se hacen aquí en la oficina de la escuela.

Muchas gracias por su apoyo en el programa de prevención del abuso de alcohol y drogas.

Sinceramente,

X, Director

- ❑ Sí, pueden hacerle estas preguntas a mi hijo o hija.
- ❑ No, no pueden hacerle estas preguntas a mi hijo o hija.

_____ _____

Nombre del alumno Firma del padre o guardián

_____

Fecha

Appendix D
Sample Follow-Up Consent Letter to Parents
(English and Spanish versions)

Dear Parent,

As part of an alcohol and other drug prevention grant from the Center for Substance Abuse Prevention of the U.S. Department of Health and Human Services being implemented in our school district, we are required to collect data regarding the effectiveness of the program. **Your assistance in this process is crucial for its success.**

Last month a consent form was sent home for you to sign regarding your child's participation in a districtwide survey of alcohol and other drug use among seventh-grade students. We have not yet received a reply from you.

This is an anonymous survey; students do not give their names nor identify themselves in any way. Results are reported only on a schoolwide basis and not on individuals. Students are given the option of not completing the survey.

On this consent form to survey your seventh-grade student, please indicate either "yes" or "no" and return it in the enclosed envelope no later than Monday, May 10, 1993. Keep one copy of the consent form for your records. If you would like to see the survey instrument, a copy of the survey is on file here in our school office for your convenience.

Thank you for your support of our alcohol and other drug abuse prevention efforts.

Sincerely,

X, principal

- ❑ Yes, my child may be surveyed
- ❑ No, do not include my child in the districtwide survey of seventh-grade students

_____ _____

Student name Parent or guardian signature

_____

Date

Estimados padres de familia,

Como parte de los fondos para la prevención del alcohol y otras drogas del Centro de Prevención del Abuso de Substancias del Departamento de Salubridad y Servicios Humanos de los Estados Unidos que estamos implementando en nuestro distrito escolar, se nos requiere coleccionar información sobre la efectividad del programa. **Su ayuda en este proceso es crucial para el éxito del mismo.**

El mes pasado, se les envió una forma de consentimiento para que la firmaran con respecto a la participación de su hijo o hija en la encuesta de todo el distrito sobre el uso del alcohol y otras drogas entre los estudiantes de séptimo grado. No hemos recibido su respuesta todavía.

Esta es una encuesta anónima; los estudiantes no darán sus nombre ni se identificarán de ninguna manera. Los resultados se reportarán solamente en bases de todo el distrito y no sobre los individuos mismos. Se les dará a los estudiantes la opción de no completar la encuesta.

En la forma de consentimiento para la encuesta de su estudiante de séptimo grado, por favor indique ya sea "sí" o "no" y regrésela en el sobre anexo a más tardar el lunes, Mayo X, 19X. Mantenga una copia de la forma de consentimiento para sus récords. Si usted desea ver el instrumento de la encuesta, hay una copia de la encuesta en los archivos aquí en la oficina de la escuela para su conveniencia.

Gracias por su apoyo en nuestros esfuerzos sobre la prevención del abuso del alcohol y otras drogas.

Atentamente,

X, Director

❑ Sí, mi hijo o hija puede ser parte de la encuesta.
❑ No, no incluya a mi hija o hijo en la encuesta de todo el distrito para los estudiantes de séptimo grado.

_____ _____

Nombre del estudiante Firma del padre/madre o tutor

_____

Fecha

BEST COPY AVAILABLE